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### Game Technology - A Means for Forming Social Intelligence of Senior Preschool Children

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#### **Annotation:**

This article is devoted to the development of social intelligence in extracurricular activities. The author shows that extracurricular activities affect the development of social intelligence of younger students. And also, on the basis of a study in an educational institution, the author proves that the psychological and pedagogical conditions organized by the teacher in extracurricular activities effectively influence the development of the social intelligence of younger students.

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The problem of the development of self-consciousness, the ability to interact with the world, people, oneself is one of the most important tasks of modern society. One of the forms of organization of the pedagogical process, which allows solving this problem, is game technology. The game allows children to know themselves and the world around them, organically enter into it. The psychological and pedagogical basis of my work was the main conceptual provisions of the founder of Russian psychology L. S. Vygotsky, S. L., as well as the Concept of socialization of the personality of I. S. Kohn and S. L. Rubinshtein. Social intelligence is a set of knowledge, skills and personal qualities that provide a person with positive integration in society. The technology for its formation in older preschoolers includes the implementation of blocks. Within each block, specific goals and objectives are identified, during the implementation of which the formation and development of the relevant skills and abilities takes place, and the intermediate expected result is described. For each block, games and exercises are selected, which are a form of implementation of program tasks.

## Motivational block "Our group"

Formation of the need for communication and interaction, interest in another person. The first step to understanding is rapprochement, unification, arising on an emotional basis. Creating conditions for establishing different types of emotional contact: from a glance, a smile to eye contact, from touch to closer tactile contact. The work in this block can be divided into several cycles.

### 1. Cycle of games and game exercises:

- games and exercises aimed at creating interest in the other: "Stream", "Compliments", "Gift to a friend";
  - games for group cohesion "Find a friend", "Magic ball", "Guess what"; games for the formation of friendly relations in the group "I want to make friends with you", "I know five names of my friends", "Flower of Friendship".
1. A cycle of gaming activities: "The Magic Bell", "Visiting Ole Lukoye", "The Sun and the Moon", "Auto Racing", "Wonderful Transformations", "Musical Orchestra".
  2. Group rituals and the beginning and end of classes, songs of greeting and farewell, which increase the overall emotional background and improve the psychological microclimate.

Friendly gatherings: analysis of common activities, summing up.

3. Productive activity: making a gift for a sick friend, an album for a birthday person.

### 2. Reflexive block "I'm in a group"

The development of self-awareness (the child's awareness of the measure of his capabilities, assessment of his place in the society of other people, understanding of the different attitudes of others around him, the ability to adequately evaluate the results of his own achievements).

Within this block were used:

1. Games that promote self-expression, "Express feelings with your eyes", "What I love", "My mood", "Steps of my achievements", "ABC of emotions"
2. Games that promote self-esteem "Happy dream", "I want to be happy", "Rocket".
3. Dialogue games "Ether with the stars", "Interview"
4. Group lessons: "Who am I?", "Something about me", "I'm at the ball of fairy tales", "Me and my friends", "Magic locket"
5. Minutes of communication, thematic conversations "What am I?", "What will I be when I grow up"
6. Exhibition of drawings "My achievements", "Find my portrait"
7. Creating a portfolio "Book about me"
8. Competitions "The most, the most, the most", "Hvastunov"
9. Psychological studies for the expression of various emotions

10. Presentations of family collections that contribute to the accumulation of experience in communicating with adults, the development of social confidence.

### **3. Cognitive block "My friends"**

Development of the ability to understand another person, his characteristics, interests, needs, to notice changes in mood, emotional state (emotional susceptibility). It is necessary to translate the focus of children on themselves into a focus on others.

At this stage, the following were used:

1. Games and exercises for the formation of the ability to love others "I send love", "I like you", "Thank you and please"
2. Games for the development of perception, attention, observation: "Scouts", "Good hearing", "In the country of palms", "Unusual walk", "Storm of the fortress".
3. Games that contribute to the formation of emotional decentration "What does mom feel (dad, if.", "I understand you", "Guess the mood"
4. Reading fiction.

### **4. Behavioral block "Alone and together."**

Formation of social skills (the ability to establish contacts and act in various communicative situations).

To form a positive attitude towards interaction with other children, the child needs his own practical experience of cooperation, which allows him to feel how to achieve important goals for him, taking into account the interests of other children, that is, social skills. In this block we used:

1. Games with rules for the development of arbitrariness and self-regulation of behavior "Yes, no, don't say", "Checkers", "Stop fist", "Khochuhalki"
2. Games for the development of the ability to cooperate "Help a friend", "Skyscraper", "Two sheep", "Siamese twins"
3. Interactive games for the formation of communication skills with peers "Headball", "Ask for a toy", "Change buttons"
4. Drawing in pairs, triplets, subgroups with creative tasks: "Seven-flower flower", "Friendly doodles", "Little wizards", "One and together", "Our fairy tale", "Mittens for Santa Claus", "Pictures by circle", "Desert Island", "House of Friendship", "Goodbye, Kindergarten".
5. "Visiting a fairy tale" showing performances, dramatizations to assist in the development of various social roles
6. Social projects on the topics: "Territory of beauty and purity", "United days in defense of rivers", "I am different"
7. Project activities "Book publishing house", "Gift for mom"

The equipment and material of the developing environment that stimulates the manifestations of the social intelligence of children can be divided into groups:

*Visual and demonstration material*

1. How I deal with my anxiety
2. How do I resolve conflicts
3. Me and my behavior.
4. Me and others.
5. Me and my emotions.

#### *Didactic games and manuals*

1. ABC of moods (Belopolskaya N. L.)
2. Mood Zoo
3. Journey into the world of emotions
4. Land of emotions
5. House of moods

#### *Fiction*

Works for staging with older preschoolers are used to develop and consolidate facial expressions and expressiveness of speech. In large works, it is possible to stage only those passages from which emotions are expressed most clearly: sketches by N. P. Slobodyanik, stories by N. Nosov, Tolstoy, poems by S. Cherny, K. Chukovsky, fairy tales by L. Muur, V. Khukhlaeva.

Cartoons to reinforce facial skills: "Masha and raspberry jam", "Little raccoon and the one who sits in the pond", "Bouncer mouse", "About a hippopotamus who was afraid of vaccinations".

#### *Author's games and manuals*

Development of communicative games for older preschoolers: "House of Friendship", "Our Kindergarten", "Fairy Tale Ball", "Imagine a Hero", "Your Fairy Tale", "Visiting Baba Yaga", didactic games: "Good and Bad", "Collect the emotion"

Creation of joint group books: "The ABC of emotions", "The book of our achievements", "Our fairy tale".

Creating a lapbook "ABC of Moods" with games and tasks to consolidate the ability to recognize behavior strategies in conflict situations: "Emotional Lotto", "Emotional guessing game", "How to resolve conflicts", "My behavior in conflict situations".

Computer games and presentations for preschoolers: "The world of our feelings and emotions", "The ABC of good behavior", "How to resolve conflicts".

The final diagnostics showed a positive trend in the formation of all components of social intelligence.

The result of my work was the creation of a pedagogical technology for the formation of the social intelligence of older preschoolers (effective means and forms, methods and techniques, the release of a collection of games and game lessons on social and communicative development, as well as the creation of a sociocultural environment in MADOU that stimulates the manifestation of social intelligence. This technology allowed the children to gain social experience. Preschoolers have a

decrease in the level of anxiety, aggression and fear, an increase in self-esteem. This suggests that these game forms of work contribute to the formation of social intelligence.

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